MEETING TIMES

Lectures are on Thursdays, 3-5pm.

CONTACT INFORMATION

Lecturer: Dr Alex Eapen

Email: alex.eapen@anu.edu.au
Office: Building 26C Room 2.20
Phone: 02 6125 7352

Office Hours:

Wednesday, 12:00 PM to 1:00 PM, CBE bldg Room 2.20

Research School of Management: STUDENT OFFICE

Email: enquiries.rsm@anu.edu.au
Office: Room 1088, Level 1, LF Crisp Building 26
Website: https://www.rsm.anu.edu.au/
Phone:
02 6125 6737
02 6125 9839

College of Business and Economics: STUDENT OFFICE

Email: info.cbe@anu.edu.au
Office: Level 2, Building 26C
Website: https://www.cbe.anu.edu.au/
Phone:
DESCRIPTION

This course covers the formulation and implementation of strategies by corporations and businesses. The forces and factors that influence the choice of strategies, and their success or failure are examined. Topics include external analysis of opportunities and threats, internal analysis of capabilities and competencies, choice of strategy at functional, business, corporate and global levels, alignment of structures and controls with strategies and evaluation of strategies. The course draws upon case studies to highlight key concepts in strategic decision-making.

Requisites

To enrol in this course you must have completed 48 units. Incompatible with COMM3015 (http://programsandcourses.anu.edu.au/2016/course/COMM3015)

LEARNING OUTCOMES

Upon successful completion of the requirements for this course, students will be able to:

- Analyse an organisation’s internal and external environments by applying appropriate theories, models, and/or frameworks;
- Formulate appropriate strategies to gain a competitive advantage at both business and corporate levels;
- Evaluate competing strategies; and
- Communicate strategies or strategic alternatives both in writing and verbally to facilitate organisational decision-making and problem-solving.

SCHEDULE

Research-led teaching:

The lectures content will be based on the rigorous scholarly research in the field of strategic management including the lecturer’s own research.

The research report assessment is very much research-led. Students will need to rely on past scholarly research for frameworks to apply, but also employ their own research into analysing quantitative or qualitative data pertaining to the strategy of a firm.

Continuous improvement:

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- This course makes use of a ‘menu-system’ in its assessments. This was introduced for the first time in 2014, and, as one would expect, students from that cohort commented that greater clarity in how the menu system worked, and more help with choosing assessment menus would be appreciated. Accordingly, we will be improving the way we
communicate the assessment system (in the course outline, on wattle, in the lectures and tutorials) and making sure every student is clear in his / her understanding of how it works.

- Last year, we experimented with largely unstructured tutorials. That is, we allowed students to determine what we would be working on in each week’s tute. This worked well for some students, but others told us they would prefer more structure and predefined activities. This year, we will be balancing both approaches – i.e., offering some structure, but still leaving some freedom for you to help us set the agenda for each week’s tutorial.

**Textbook:**

The textbook we will use for this course is “Economics of Strategy” Wiley., 6e (by Besanko, Dranove, Shanley, & Schaefer). This should be available for purchase at the Co-op bookshop. Alternatively, you can purchase a (cheaper) electronic copy from the publisher. The link will be available on Wattle.

The following are the relevant chapters from the textbook:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Textbook chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Nil</td>
</tr>
<tr>
<td>Economics primer</td>
<td>Economics primer chapter (before chapter 1)</td>
</tr>
<tr>
<td>Horizontal boundaries of the firm</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Vertical boundaries</td>
<td>Chapter 3 / chapter 4</td>
</tr>
<tr>
<td>Strategic alliances</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Industry and competitor analysis</td>
<td>Chapters 5 &amp; 8</td>
</tr>
<tr>
<td>Strategic positioning</td>
<td>Chapters 9 and 11</td>
</tr>
</tbody>
</table>

In addition to the above chapters, we will be closely reading the following papers as part of our literature review and research report workshops in the tutorial. These will be available via Wattle. We will tell you in the first tutorial how we plan to discuss these papers.


Eapen A. Finance constraints and technology spillovers from foreign to domestic firms (working paper)

**Course Schedule:**
This is a concise version of the schedule of topics for each week. A more detailed and comprehensive schedule will be available on Wattle. Please note that slight variations from this schedule might occur, depending on how we progress in the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Summary of Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Strategy and economics; economics primer</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economics primer (contd) / Horizontal boundaries</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Horizontal boundaries of the firm</td>
<td>Lit review assignment due in week 6 (for students taking menus 2 and 3)</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Vertical boundaries</td>
<td>Final research reports due in week 11 (only in you have chosen menu 3)</td>
</tr>
<tr>
<td>7</td>
<td>Strategic alliances</td>
<td></td>
</tr>
<tr>
<td>8 &amp; 9</td>
<td>Industry and competitor analysis</td>
<td></td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>Strategic positioning</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Review</td>
<td>Take home exam due in week 12 (menus 1 and 2 due)</td>
</tr>
<tr>
<td>13</td>
<td>In-class long exam</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT OVERVIEW**

**Summary**

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
</table>

### Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

---

**ASSESSMENT ITEMS**

We propose the following assessment structure to cater to the fact that students enrol in this course for different reasons and, hence, very often have different goals and ambitions. Some would like to gain a deep understanding of the subject matter, while for others, for very legitimate reasons, a basic understanding would suffice. The principle behind this new assessment structure is that it doesn’t make sense for students with different goals and ambitions to undertake the same set of assessment items. Particularly, it doesn’t make sense to have a student with relatively modest goals go through an assessment designed to test higher-order understanding. An assessment that tests basic understanding will suffice. Similarly, for students aiming at deeper levels of understanding, an assessment designed to...
test that kind of understanding is more appropriate. This is the basic principle.

There are three “menus” of assessments below that students can choose from. The important thing to be aware of is that there is an upper limit on the grade / mark that students can receive by completing each menu. In other words, by completing an assessment menu designed for basic understanding, you will not be able to achieve a high distinction (HD) grade for this course. Completing the basic assessment menu, however (provided you do indeed demonstrate basic understanding of the course material and complete the assessment successfully) almost guarantees that you will pass the course.

Assessment menu 1

Choosing this menu means the maximum score you will get for the course will be capped at 59 (pass). It only tests understanding and demonstration of the learning outcomes at a very preliminary level. If you are aiming for a higher mark, choose from either of the following two menus

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic take home task (A set of five questions that test basic understanding of the course material. Each requires a 200 word answer)</td>
<td>100% Maximum possible mark you will get from completing only this assessment is 59 (pass)</td>
<td>Week 12</td>
<td>All</td>
</tr>
</tbody>
</table>

Assessment menu 2

Choosing menu 2 means the maximum score you will get for the course will be capped at 69 (which is a credit). You will not get a distinction or high distinction. If you are aiming for D or HD, you need to choose menu 3.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic take home task (A set of five questions that test basic understanding of the course material. Each requires a 200 word answer)</td>
<td>60%</td>
<td>Week 12</td>
<td>All</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>All</td>
</tr>
</tbody>
</table>
Assessment menu 3

If you are aiming for a distinction and high distinction in this course, you will need to choose this assessment menu. It is designed to test deeper understanding, as well as higher levels of achievement of the learning outcomes.

It is important to remember, however, that completing this menu is NOT a guarantee you will get a D or HD. It gives you a shot at it. Whether you achieve your desired grade, or a lower one, depends on the level of understanding and learning you demonstrate in the assessment.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class long exam (this is still more or less basic, but at a slightly more difficult level than the basic assessment in the above menus)</td>
<td>30%</td>
<td>Week 13</td>
<td>All</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>All</td>
</tr>
<tr>
<td>Literature review section of the research report assessment (1000 words excluding references, tables, and figures)</td>
<td>20%</td>
<td>Week 6 (Thur, 24 March, 3pm)</td>
<td>All</td>
</tr>
<tr>
<td>Full research report including lit. review (4000 words excluding references, tables, and figures, but including the literature review)</td>
<td>40%</td>
<td>Week 11 (Friday, 13 May, 3pm)</td>
<td>All</td>
</tr>
</tbody>
</table>

Important things to consider in your choice:

1. You are better off making up your mind as early as possible in the semester. Ideally, you should decide by week 4 or 5. If you are aiming for credit or higher, you should be aware that class participation and the literature review (due in week 6) count towards your grade. If you haven’t submitted your literature review...
in week 6, we will consider you have chosen assessment menu number 1.

2. Are changes possible? Ideally, once you have made up your mind, you shouldn’t change from one assessment menu to another. However, we are open to you making changes in your plans as long as you have met the deadlines for the relevant assessments. For example, if you miss the week 6 deadline for the literature review, and decide in week 7 that you want to move from menu 1 to menu 2, that will not be possible.

3. You will not get a grade higher than the cap for each menu (i.e., a pass for menu 1, a credit for menu 2, and a D or HD for menu 3). But, on the other hand, it is possible that you get a mark at a lower grade level. For example, you may complete the items in menu 3, but if your performance is not at a D or HD level, you can get a mark in the pass, credit, or fail range. In other words, choosing a menu is not a guarantee that you will end up with a mark in that range.

Assessment Tasks

1. Research report (major assignment)

The research report will be your major deliverable in this course. More details on the assessment will be provided in due course, but it essentially involves selecting an interesting question pertaining to a strategy topic, undertaking a review of the academic (and practitioner) literature to see what we know about this topic, synthesizing your findings from the literature review in your own conceptual model, and, finally, offering an empirical application of your model. For example, a key issue when thinking about the horizontal scope of a firm is whether or not diversification into new product markets is a good thing. Some firms like General Electric are very diversified, while others tend to focus predominantly on one or two core businesses. Similarly, some firms choose to diversify across geographic regions, while others are less multinational. Which of these strategies is better? Once you identify an interesting question of this sort, you will then look at the literature to see what we already know about this question. In the case of diversification, for example, you will find that scholars have shown that certain types of diversification (e.g., into related products and markets) help profitability more than unrelated diversification. In the case of geographic expansion, you may find research showing that multinationality does not monotonically increase performance. After a certain point, there are diseconomies of scale, which negatively affects performance. Based on your reading of the literature, you will come up with your own original conceptual model as a potential answer to the question you started off with. And finally, as the final part of your report, you will provide some kind of an empirical application of your model. This could take the form of a case study of a company wherein your see your conceptual model playing out, or, if you are econometrically savvy, you could collect some empirical data and do some quantitative analysis. The results of your analysis could either support or refute your model.

There are two deliverables related to this assessment. Just before mid-semester you will submit a preliminary version of the report. This will be expected to contain details pertaining to your choice of research topic, as well as your literature review. The maximum length for this is 1000 words. You will get feedback on this. If you are pursuing assessment menu 3, you will then need to incorporate this feedback, extend the report to the conceptual model and empirical evidence, and submit the full version as your final report. This will be due in week 11, and should be, at maximum, 4000 words.

More details on this assessment will be provided in class.
Participation

This course is discussion-oriented, which means that each student must be prepared to contribute to class and tutorial discussions by either directly participating in the discussion or bringing interesting issues to the attention of the class, tutorial group, tutor, and lecturer. You can expect to be cold-called at any stage to help in the discussions. The extent to which you contribute to the discussion of cases and articles will influence your participation mark.

You will be provided with more information in class on how participation will be graded. But in general, this course values quality more than quantity, so students who provide insightful ways to further tutorial discussion will be rewarded. If you cannot attend a session, please inform the Tutor beforehand.

Examination(s)

The final in-class long exam assessment in assessment menu 3 will be a closed book one and consist of a combination of multiple choice and short essay type questions (some of which may be based on a short case study). The exam duration will be 2 hours including reading time, and an introduction to the exam will be provided in one of the last few classes of the semester. The exam will be comprehensive and will cover all topics covered in the course. Questions will require that you both identify and more particularly demonstrate that you are seeking to apply course materials/models/concepts/frameworks.

The take-home exam under assessment menu's 1 and 2, as described above, will contain five questions to each of which you need to write a 200-word answer.

COURSE EXPECTATIONS

Announcements

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.
You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.


Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0ccdd0cac7c6d1c2d7cacc2cdd2d68dc6c7d68dc2d6).

You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.
Resubmission of assignments
You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments
All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements
See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

Deferred examinations
A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:deferred.examinations@anu.edu.au)

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.
Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity

Students are expected to have read the ANU’s Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
• appropriate acknowledgement and citation is given to the work of others
• they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
• they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

---

**Assessment Requirements**

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

---

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


---

**Student Support Services**

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

• Academic Skills and Learning Centre at https://academicskills.anu.edu.au/
Library

- Information about the library can be found at http://anulib.anu.edu.au
- Opening hours can be accessed at http://anulib.anu.edu.au/using-the-library/opening-hours/
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn